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Bulletin to the Schools

Season's Greetings

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VOLUME 45
NUMBER 4

THE UNIVERSITY OF THE STATE OF NEW YORK

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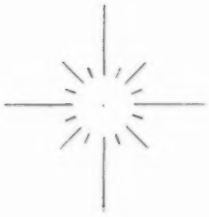
The BULLETIN TO THE SCHOOLS is issued monthly during the school year by the State Education Department and is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1.50 a year; 15 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A520m-N58-12,500(43267)*

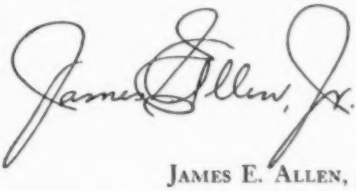
UNIVERSITY OF THE STATE OF NEW YORK PRESS

BULLETIN TO THE SCHOOLS
December 1958
Volume 45, No. 4



n behalf of the Board of Regents and the entire staff of the State Education Department, I send you best wishes for a joyous holiday season and a productive New Year to come.

The Christmas season symbolizes the spirit of good will, understanding and generosity. With this spirit and with faith in our ideals, we will, I am confident, meet the challenge of the task which unites us all in service to our fellowmen.



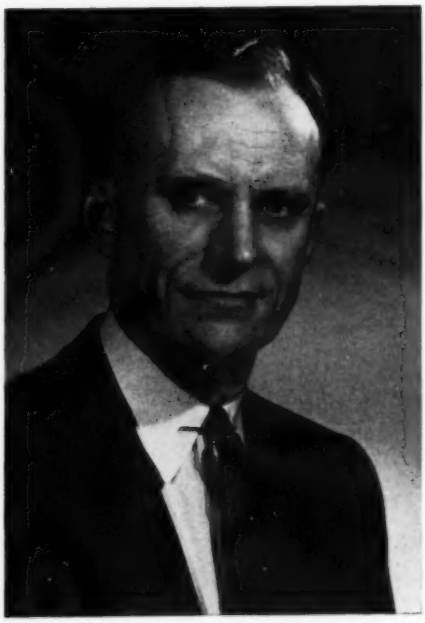
JAMES E. ALLEN, JR.

Education Challenges School Boards

Commissioner Allen points out developments of past year place burden of responsibility on board members to attain future total education commitments

AMONG THE HUNDREDS OF THOUSANDS of persons, both lay and professional, engaged in education in New York State, no segment is more important than school board members who "have the greatest influence in determining the character and quality of education in our State," Commissioner Allen told the annual meeting of the New York State School Boards Association in Syracuse on October 27.

After reviewing history-making events of the past year and discussing their implications for education, the Commissioner outlined objectives for the future paralleling those presented for the consideration of city and village superintendents, published in the November issue of the BULLETIN TO THE SCHOOLS. Excerpts from other sections of his speech follow:



Commissioner James E. Allen, Jr.

> The two principal effects of the past year's developments have been first, to make our task larger and more complex and second, to place a premium on excellence in education.
>
> These challenges increase the dependence we must place upon you. In particular the emphasis on excellence is a direct challenge to you. At the State level we can pursue excellence and chart ways for its attainment, but the incorporation of the means of excellence into the local school program depends upon you.
>
> Education, if it is to be effective, must be sensitive to the changes of environment in which it exists and to the developments which affect the society it serves. It cannot remain static. If we are to have schools adequate for our times, we must understand and recognize new developments and try to assess accurately and intelligently their implications for education.
>
> This past year, in which the atomic age has merged into the space age, has seen a giant step in human progress and thus has been one of tremendous implication for education.
>
> The scientific achievements have been astounding. New secrets of sea and sky have been revealed. In medicine, chemistry, electronics and many other fields,

new discoveries, new methods, new products are constantly being made known. The first trip under the polar ice has been made. Pioneer has traveled 79,000 miles into outer space and scientists speak confidently not only of reaching the moon, but of the time when outer space will no longer be a realm of mystery.

With the launching of Sputnik, Russia displayed power and knowledge which gave her new status as a world power and made us aware of her formidable challenge to our leadership militarily, politically and culturally.

In the Middle and Far East, governments were overthrown, new political and economic advances were sought in a setting which threatened world war and devastation.

Education Evaluated

In our own country, there was an outbreak of tension and bitterness over integration and other efforts to achieve equality of opportunity among all men regardless of race, color or creed.

These developments, and others both major and minor, have underscored anew the vital role of education in a free society and have emphasized the need in America for greater commitment to education.

As a result particularly of Russia's educational achievement, intensive attention and close scrutiny have been given to our schools during the past year.

The Basic Premise

There has been not only criticism of the effectiveness of our school system, but a questioning of the basic premise on which it rests — that is, the provision of equality of educational opportunity for all. There is some justification for the criticism of the effectiveness of our schools — while our schools are fundamentally strong, weaknesses do exist and cannot be ignored.

But I cannot agree that the recent developments of our age and the resulting analysis of our schools have shown any reason for abandonment of "equality of opportunity for all" as the basic premise on which we build. Rather, I believe, they have shown the necessity for a rededication to this principle.

The gap revealed between this principle and its realization in practice has serious implications for not only the welfare of our schools, but for the welfare of our country. Our most urgent need now and for the future is thinking individuals. The preservation of the freedoms of our democracy depends on the participation of the individual and his exercise of his rights and powers. As our world becomes more complex, as problems of government become bigger and seemingly farther removed from individual control, the temptation is to abandon decisions and policy-making to the few, because of a feeling of inadequacy and the lack of confidence of the individual in his own judgment.

It is the task of the schools, therefore, to educate not only for competence, but also for confidence—the confidence of the individual in his ability to think and the resulting individual willingness to participate and assume the responsibilities of citizenship.

This emphasizes the validity of our basic goal — equality of educational opportunity for all so that each may be educated to the full extent of his capacity to learn.

Fundamental Principles

Our schools have been criticized for attempting to be all things to all men. Under the pressure of today's needs, schools cannot be all things to all men, but there are some things which they must be to all men.

The schools must be the source of education which provides competence — competence growing from adequate emphasis on basic skills of learning and high standards of performance in all fields of study. They must also be the source of education which develops to the highest level the power of each individual to think — not only in his own particular field of competence, but on a broad social and ethical basis as well.

When education of the whole man is defined as the full development of the individual's powers and abilities, and

when the elements of such education are carefully, thoughtfully, and selectively chosen, there is nothing contradictory in the pursuance of this goal and the necessary renewed emphasis on intellectual development as the main objective of our schools.

While the events of recent years have demonstrated a need for renewed emphasis on basic skills of learning and on intellectual development, they have not proved that we should not give attention to the health and physical well-being of young people. Indeed, they have made it clear that *proper* emphasis upon the development of strong bodies is important for the full development of strong minds.

Furthermore, these events of the past year have not given us any cause to deemphasize education in the arts and humanities. On the contrary, they have presented reason for an increased emphasis.

Scientific and technical advances have placed awesome power in human hands. This new power can dignify man or lead to his debasement and destruction. Human beings must equal their advances in scientific and technical knowledge with advances in social and political wisdom if we are to learn to live together in peace.

The moral fibre, the inner security so urgently needed in the world of today and tomorrow stems from the appreciation of the aesthetic, of the spiritual, of the dignity of human beings — an appreciation which is fostered and nurtured by a knowledge and understanding of the arts and humanities.

Intellectual and Vocational Skills

As a result of the developments of the past year, there has been a call for greater attention in the schools to things of the mind. An increased emphasis on the basic intellectual substance of the curriculum of our schools is necessary, but it does not follow that there can then be no place in the curriculum for the things of the hand. Skilled workers, craftsmen, technicians are essential. The task is to give those whose abilities and interests lie primarily in the things of the hand that education which will enable them not only to achieve maximum competence in vocational skills, but also to achieve maximum satisfaction in their lives as individuals and citizens.

In conclusion, Commissioner Allen stressed the significant role of school board members in attaining that degree of public commitment in education needed to meet the challenge of the times. He declared:

> Fundamental principles still prevail no matter how drastically circumstances may change. That which has been really important in education is still important — only more so. This matter of degree is the key to the future — the degree of commitment which we as a people are willing to give to education.

Boards Influence Public

Your response to this call for greater commitment will be of immense significance. You represent the people in the operation of their schools. They look to you for understanding and interpretation of the needs of education. The people are certainly now more interested in, and more alert to, these needs. But this interest constitutes as yet only a nascent sense of commitment which must be nurtured carefully if it is to attain the full growth of total commitment. There is not yet that degree of commitment required for the attainment of the goals we have set. The burden of responsibility for the nurturing and development of total commitment rests upon you, the public trustees of education, your professional colleagues and all of us in positions of responsible leadership.

You are trustees not only for the schools of your community, but for education at large. Committed as you are to the importance of education by the very nature of your positions as school board members, I am confident that under your trusteeship our schools will grow in vigor and strength and that you will lead the way to the total commitment as a people which is necessary if education is to be equal to the challenge of our times.

Boards Urged To Accept Leadership

Chancellor Brosnan outlines four major opportunities to raise educational levels, inform public, implant moral values and fight juvenile delinquency

CHALLENGING OPPORTUNITIES OF SCHOOL boards were discussed in an address by Chancellor John F. Brosnan of the Board of Regents of The University of the State of New York, at the 39th annual convention of the New York State School Boards Association, Inc. in Syracuse on October 26. In his address, he outlined four major opportunities which challenge members in their official capacities on the boards and as prominent private citizens in the community.

They include the opportunity to:

- **Raise educational levels of the district**
- **Educate fellow citizens to obligations which rest on them**
- **Inculcate moral and spiritual training in the schools**
- **Aid in eliminating juvenile delinquency**

CHANCELLOR JOHN F. BROSNAN of the Board of Regents addresses school boards.

Chancellor Brosnan said in part:

There is your opportunity to raise the educational levels of your district.

The functions of a board of education are well set forth by Dr. Conant, president emeritus of Harvard University. In part in his New York University commencement address last June, he said:

I know there are those who feel that as long as we have local control of our tax-supported schools there is little chance of improving secondary education. I disagree. I believe that the schools can be improved if the local community understands the issues. The first requisite is a school board of high-minded, intelligent citizens who do not mix into the employment of teachers or the revision of the curriculum. A good school board will hire a first-rate superintendent who in turn will have an excellent high school principal who can give leadership to the teaching staff. The need for first-rate teachers is self-evident. All of this costs money, and this the taxpayer must realize. The function of the school board in matters of curriculum and organization is to ask searching questions of the superintendent. Among these questions should be, "Why is this

course given? " and " Who takes it and for what purpose? "

This is the application of the principle upon which the Regents operate. Make the policies and then retain the services of a capable executive and let him run the show.

There is your opportunity to educate your fellow citizens as to the obligations which rest upon them. In your relationships with your fellow citizens it would be ideal if you, like the Regents, could sit as judges of plans and projects brought before you. But in the nature of things that cannot be. However, too often, I fear, your plans and your projects are sprung full-blown upon an unsuspecting community. Then there is questioning and opposition. Thereafter, and not unnaturally, you tend to become protagonists for your plans. Sometimes there follows a series of charges and countercharges which set everyone on edge.

Public Relations Important

I am fully sympathetic with your feelings of annoyance and even of anger when a matter upon which you have worked for months so earnestly and so unselfishly is derided and rejected. But when the percentage of rejection of new school construction has risen in the last three years from 20 percent to 24 percent to 37 percent then here is one of your supreme challenging opportunities.

In the first place, it seems to me that unnecessary friction could be done away with if earnest attempts were made to interpret yourself and your work to your community. There is a growing awareness among educators that improvement in public relations is most important and that such relations merit far more attention than has been given in the past.

In your work, particular emphasis should be placed upon your relationships with the press. The content and timing of your press releases are vastly important if your proposals are to receive fair and comprehensive coverage.

Above all, are your direct relationships with your fellow citizens. A great deal of opposition stems, it seems to me, from the fact that they are unwilling to assume what they consider to be unfair tax burdens. I suggest that after formulating your proposals and before announcing them you review the same with a taxpayer's eye. Streamline wherever possible. Make a careful appraisal of the resultant tax burdens not only of initiating but of thereafter carrying your proposals. It would be helpful if you would appoint someone charged with the duty of presenting before you every possible objection to your proposals.

Thus having refined and finalized your proposals, you will be in a position to make your fellow citizens appreciate that the same are not grandiose but bedrock necessities. Bring home to them that new schools must be built to meet the increasing numbers of children who knock for admission, and that as a matter of justice the salaries of teachers must be raised. Make clear the challenge of Russian education. Wake up their pride as Americans.

When proposals have been announced and opposition develops, there is the advisability of creating roundtable meetings with the leaders of the opposition. Experience shows how much can be accomplished when neighbor sits down with neighbor in the quiet atmosphere of a nonpublic meeting.

When proposals have been voted down, there is the wisdom of having such meetings before resubmitting, even with some changes, any such proposals.

Because of your position of eminence and your special knowledge, your duty is to dissipate opposition by painstaking education and by neighborly cooperation. Be assured that in doing so you will be performing a public service of the very highest calibre.

Spiritual Values Basic

There is your opportunity to inculcate moral and spiritual training in our schools. Convinced that moral and spiritual training without God is shadow not substance, the Board of Regents adopted two statements on moral and spiritual training in the schools. I commend them to you. They are the Regents' blueprint for action. In our opinion they were important recommendations when made in 1951 and 1954 and world events since then have made them even more important today. They were unanimously adopted after the most painstaking consideration by, and this should never be forgotten, the affirmative vote of all 13 Regents — 8 Protestants, 2 Jews and 3 Catholics.

The Regents want no sectarianism in our public schools. But our children should be taught that basic article of our American creed which is the cornerstone of our Nation: Belief in and dependence upon Almighty God — the common heritage of our Judean-Christian way of life.

Let our children know that they are creatures and owe love and obedience to their Creator. Then they will be prepared to follow the Faith of their Fathers as they receive the same from the parents and their religious leaders.

Let me ask, also, what are you doing not only to make rules for the children but to set them an example? For instance, do you open the meetings of your board with a silent prayer to God to bless your deliberations and your actions? The Cabinet of the United States does. The Board of Regents does and I assure you that we find comfort and inspiration therein.

Let Americans, emulating our ancestors, lift up our eyes and lift up our hearts beyond the Sputniks and beyond the stars to God.

There is your opportunity to aid in eliminating juvenile delinquency. A few months ago I attended at our Department in Albany a conference on the subject called by Commissioner Allen and sponsored by the New York State Elementary and Secondary School Principals Associations. It was a distinguished gathering of thoughful citizens from all walks of life determined to evolve a plan for mobilizing the total community resources in an all-embracing attack upon this insidious disease which afflicts our body politic. The associations recently issued a blueprint for action enumerating 25 concrete proposals, one of which is that: "Greater efforts be made to carry out the Board of Regents proposals on moral and spiritual values." With your help, tremendous and far-reaching results can be achieved.

School Boards Leaders

These are some of your challenging opportunities, you who hold such important posts in the State's educational hierarchy, you who are such important citizens of your local communities.

If the citizens of your school districts, inspired and led by you, will emulate in their words and their works the spirit of our American ancestors, that spirit of courage, of sacrifice and of faith, then we need fear no military might and no propaganda pressure. No challenge will shake our security, be it educational, cultural, social, political, scientific, economic or military.

The Next Decade in Education

Education, the public, labor and management join forces at conference to assess trends and potentials in the vocational and practical arts

FUTURE TRENDS in education were discussed by a panel of secondary administrators during the 43d Annual Professional Conference for Vocational and Practical Arts Education in Monticello. Left to right: Edward J. McCleary, superintendent of schools, East Meadow; Paul A. Miller, superintendent of schools, Syracuse; William J. Small, lecturer in education, The University of Buffalo; David E. Panebaker, supervising principal, Liberty Central School; and R. Ernest Greenwell, supervising principal, Walden Central School District.

ARTHUR J. DUDLEY
Associate in Industrial Arts

AT THE 43D ANNUAL PROFESSIONAL CONference for Vocational and Practical Arts Education, held at the Laurels Hotel in Monticello, representatives of the public, labor, management and education joined forces to assess the trends and potentials of the next decade in education.

The keynote of the conference was presented by Dr. Ewald B. Nyquist, Deputy Commissioner of Education. His discussion of the topic, "The Dominant Factors Shaping the Future of Education," indicated that our faster rate of discovery requires an equally fast rate of transmission. At all levels of education, new knowledge must be transmitted to new generations of students not long after it is discovered, verified and made meaningful in relation to existing knowledge. This accomplishment places a high premium on competent instruction and continuing revision of curriculums in the future.

A panel consisting of Dr. Paul A. Miller of Syracuse and Dr. Edward J. McCleary of East Meadow, representing the New York State Council of School Superintendents, and David E. Panebaker and R. Ernest Greenwell, representing the New York State Association of Secondary School Principals, presented the following points as future trends in education:

1. **Higher college entrance requirements and demands**
2. **Increasing requirements for high school graduation**

3. Stiffer courses in high school
4. More community colleges or a fifth year of high school training
5. A greater demand for technical and trade schools

Further discussion by this panel resulted in the identification of the following 10 points concerned with educational and vocational counseling:

1. The separation of vocational and general education is one of degree rather than of real difference; i. e., liberal education and technical education are complementary.
2. Counseling is a catalyst for student potential and social need.
3. Curriculums shall be designed for *all* American youth.
4. Job families should be identified in each metropolitan area.
5. Area guidance programs should be organized to help students measure their interests and abilities against opportunities.
6. Multitrack curriculums are essential to the success of education.
7. Tracks should be arranged in accordance with job families.
8. Cumulative records should be developed on a K-12 and beyond basis.
9. Retool, retrain all personnel to the end that all students can confidently face family, job and value decisions.
10. Reprograming should come about every five years.

The panel also indicated that educators should be aware of the need for improving the quality of instruction, provision for adequate facilities and services, identifying the gifted and potentially gifted, as well as clarifying their educational administrative duties to provide for efficient administration of schools.

After the educators had presented their viewpoints and attitudes, a second general meeting was held in which the viewpoints of panel members representing labor, management and the general public were presented. Dr. Ludwig Jaffee, head of education and research, CIO Council, New York City, represented the viewpoint of labor. The management representatives were William D. Carlebach, First Deputy Commissioner of Commerce, New York State Department of Commerce, Albany, and Robert D. Wilt, manager, plant education, International Business Machines, Inc., Endicott. Mrs. Mary Fisk, vice president, Public Education Association, New York City, and Mrs. Viola Southern, president, Board of Education, Sewanhaka High School, Floral Park, contributed their views as public representatives interested in education.

Industrial and Public Viewpoints

One of the primary concerns of this group was with the method of granting unearned promotional and graduation certificates. They believed that such certificates become meaningless when all students receive them regardless of achievement in school.

Considerable time was devoted to the discussion of the problem pupil. He is not wanted by either the academic department or the vocational department in the schools. Neither is he wanted in industry by labor or by management. It was agreed that he should not be sent into the labor market until he becomes 18 years of age. However, no agreement could be reached as to what could be done for him in the period between the ages 15 and 18.

A summation of the positive thinking of this group is as follows:

1. Two of the shortcomings of young workers that might be corrected by education are lack of proper attitudes and work skills.
2. The American educational system need not look up to the Russian system. The Russian system does not develop the free thinking which is important to the democratic way of life.
3. Russian vocational education is at a level which would put it between

our high school and college levels. Russian students who cannot qualify for vocational or technical schools must enter the general labor force. Those graduated from vocational or technical schools are *assigned* to their life's work.

4. In order to develop a wider range of vocational courses, combining small school districts with larger ones will be necessary.
5. There is a need for better communication between the public, management, labor and school administrators in arriving at an acceptable method of selecting candidates and determining entrance requirements for vocational schools.
6. Industrial arts should be identified as a part of general education. Such education is exploratory and not a substitute for vocational education. Some believe it could become vocational in the absence of vocational school opportunities.

Using the framework of ideas and concepts presented by the two general panels, the conference participants and the Education Department staff directed their attention to the specifics of problems which are faced by the local communities. The various section meetings served as a clearinghouse for ideas among the participants, as well as improving communications between local people and the State Education Department.

The participants were not only from the public schools, but also the proprietary schools in business education, as well as the trade and technical fields. The instructional areas of the public schools which were represented at the conference were vocational trade, technical, industrial cooperative, adult industrial and industrial arts education.

The conference was concluded with a presentation by Dr. Donald H. Ross, Assistant Commissioner for Research and Special Studies, State Education Department on "The Dimensions of a School Good Enough To Meet the Premises of Education." In his speech, Dr. Ross stated that schools can be more powerful than they now are, pointing out that application of the professional knowledge we have of children and their development could attain bold aims for education in the future and describing such a school.

CHRISTMAS SEALS AT WORK!

A most important medical discovery during the past year was a blood test for the detection of tuberculosis.

Made possible by your purchase of Christmas Seals—under a grant from the National Tuberculosis Association—it is now undergoing widespread trials.

Continue the fight against TB—send in your contribution today.

Buy and use Christmas Seals

This space contributed to the National Tuberculosis Association and its affiliates

The Shape of Education To Come . . .

Deputy Commissioner Nyquist notes 12 dominant factors affecting future educational planning; presents series of other trends influencing programs

IN HIS KEYNOTE ADDRESS BEFORE THE 43d Annual Professional Conference for Vocational and Practical Arts Education, Deputy Commissioner Ewald B. Nyquist noted 12 dominant factors which will shape the future of education. Among them he listed the accelerated pace of growth and obsolescence of knowledge, the rapid practical application of such knowledge, postwar increase of population and the continuing high birthrate and a predominantly youthful population.

One of the problems developing out of these four factors is a severe shortage of skilled and educated personnel. The solution, however, Dr. Nyquist indicated, "does not lie in intensified recruitment drives." He continued:

> These only serve to divert the interests of the available manpower pool from one thing to another and succeed only in depriving one profession temporarily from its fair share of the manpower available. The solution lies, rather, in four other directions: (1) the identification and encouragement of talent not now being used to its fullest; (2) more efficient utilization of the trained people we have; (3) better education so that the same number of people might spread their increased effectiveness over a larger area of work and service; and (4) increased invention of laborsaving devices.

Service Occupations Increase

A fifth factor involves the recent statement that for the first time we have a greater number of people employed in service occupations as contrasted with manufacturing, farming and extractive industries.

DR. EWALD B. NYQUIST, Deputy Commissioner of Education, speaks at conference of directors of vocational education.

This trend will continue to grow and assume greater proportions than is even characteristic now. As the income level continues to rise, needs and desires of people increase in number and complexity, and laborsaving devices also multiply.

Service occupations require more training and education than is characteristic of other productive occupations of the same level. This trend has an enormous significance for vocational and technical education. Since employment opportunities for service occupa-

tions are usually found where there are great concentrations of population, we can expect a continued growth of metropolitan centers.

The sixth factor having an impact of magnitude on education is increased urbanization and suburbanization.

There are many reasons why farm youth cannot be kept down on the farm. One is increasing employment opportunities for service occupations in the cities. Another is the increasing mechanization and automation in farming. Note the introduction of agricultural engineering in our colleges and universities. Another reason, not unrelated, why the farm population is diminishing is the great capital needed in order to start a farming operation. It is, therefore, natural to expect a continued decline in the farm population, increasing farm technology, larger farming operations and fewer individual farms.

There is, of course, an obvious educational implication here in the type of vocational education to be offered in rural or sparsely settled areas. The question is, should agricultural instruction be added to or even substituted for; should we not provide vocational courses related to service occupations in rural high schools in addition to or rather than agricultural education; and finally, as Dr. Donald Ross, Assistant Commissioner for Research, has said, "It might well be that the most important thing which can be taught for vocational purposes in the rural or isolated city high school is the ability to be geographically and employmentwise mobile."

Occupational Requirements Change

It must be kept in mind that the labor market for any suburban area is the whole metropolitan area of which it is a part. Accordingly it makes no sense to provide vocational education appropriate to *local* employment opportunities since the labor market for which vocational education must train must be as wide as the entire metropolitan area. Again, as Dr. Ross has suggested, this consideration creates the problem of reasonable size for vocational schools or comprehensive high schools providing vocational opportunity. Vocational educators are compelled to think in terms of large territories in developing the vocational goals of the curriculums to be established. They must also realize, in devising their curriculums, that rapidity of change in occupational requirements makes yesterday's job training in vocational education obsolete tomorrow.

A seventh factor is the high degree of mobility characteristic of our population. They come from great distances to their places of employment, leisure and education. They move from one region and State to another, so that in and out migration are always factors to be coped with in planning for the future. Transportation and communication are such that they not only affect the availability of education but challenge us to think in terms of different kinds and forms of education from those we have.

More Training Needed

An eighth trend is the increasing education required to assume a position, or to get a job, or even to keep one. The number of unskilled jobs is decreasing due to technical advances. Our very conception of what is skilled and unskilled is changing.

In connection with a ninth point, it is difficult to say what is cause and effect. While more education is being required for employment, our youth are staying in school for a longer period of time, and this is attributable to a number of causes.

There are many reasons why far more than the present percentage of our high school students now going to college will want educational opportunities in our institutions of higher learning in the future. They include increased living standards, social expectations, improved educational backgrounds of parents of children now reaching college age, the continuing shift from rural to urban areas and the social and economic mobility still possible through increased education. Other reasons are sociological changes and expectations for women as they concern their careers,

participation in community life and marriage which induce them to stay in school or college longer, the clear drive to identify and motivate early all those with talent, and finally the need for more education to keep happy in a complex world.

Growth of Technical Institutes

As a 10th factor, having mentioned why there will be more and more students going on to college, I should suggest that of important concern to secondary vocational educators is the phenomenal growth of two-year community colleges and technical institutes at the collegiate level. These institutions are being created at an unprecedented rate for several reasons, some of which I have already enumerated. Community colleges reduce the cost of attendance. Industrial and business leaders realize that shortages of skilled persons can be reduced by establishing technical institutions and terminal courses in community colleges.

Within 15 to 25 years, two years of college education will be a commonplace experience for our American youth. Indeed, completion of two years of college will be expected of young people just as high school education is expected today.

One of the complex, challenging problems raised by the simultaneous existence of technical and vocational programs at the collegiate level is that of duplication of effort.

There is a great deal of work to be done for you to see to it that the work of secondary vocational and technical education is correctly interpreted to the public and even to other educators.

An 11th trend is the spectacular growth of continuing education. Increased leisure time, increased standards of living, need to maintain and even increase income of those who are already skilled, and simply the consideration that an educated person is one who is continually at work on his own enlargement — all suggest the increased opportunities people of advanced age will seek to become better than they are.

For his 12th point, the Deputy Commissioner listed the challenge of maintaining human liberty and attaining a world community. He noted, however, that in practice world peace and neighborliness are yet to come, and commented:

> Military requirements in technical weapons and in skilled manpower illustrate our increased dependence on vocational and technical education.

Other Trends

In addition to these 12 dominant factors, Dr. Nyquist discussed a "series of other trends and forces which are attitudinal or intellectual in nature rather than economic, psychological or cultural." Of these trends, he said:

> Until recently there was an unchecked trend toward conformity, mass action, committee deliberation and impersonalization. The concepts of "groupthink," the organization man, team research and togetherness have come into being in recent years. Riesman speaks of the "lonely crowd" meaning that individuals have lost their identity and the group does not make up for it.

Concern for Individual

Fortunately we have come to our senses. There is increasingly a counteracting stress being placed on the concern for the individual and human dignity and worth in a highly organized complex society, as well as on the necessity for realization of individual potentialities, whatever they are.

I mention this set of contradictory forces — increasing impersonalization versus the maintenance of individual freedom and dignity — because I am confident in all of education including vocational education, there is real meaning for curricular change and emphasis.

Another dominant force in our society and one pervading our entire educational system from top to bottom is the increasing realization that education must be more than mere technical training, that man is more than a machine and that he does not live by bread alone.

This concern has reflected itself in an increasing emphasis on general and liberal education and attitudes in our cur-

riculums both at the elementary and secondary levels as well as at the undergraduate and graduate years of higher education.

Education Is Indispensable

We have come to learn that education is indispensable to our individual welfare and happiness and to our national good. We have come to learn that passionate attachment to clear and meaningful purpose and moral commitment to sound values come from an intelligent understanding of the liberal arts.

To enlarge the capacity of students to make wise choices and to educate them in principles and fundamental precepts so that they may be flexible in accommodating themselves to the occupational opportunities and requirements of the day — these goals must be kept clearly in mind by all educators, those in subject matter areas as well as vocational and professional programs whether they are at the secondary or collegiate levels.

I am, of course, not advocating that in the secondary schools we offer only general or liberal education courses. In tune with the times and its stern requirements, I am suggesting that vocational and general education people together give continuing close scrutiny to the content and nature of the secondary curriculum so that the basic minimum of liberal education is always present, that whatever is vocational or professional has as its purpose foundational and demanding preparation for a broad rather than a narrow field, and that both together achieve the liberal objectives.

Support Dependent on Quality

I can assure you that the people — and we should demand it of ourselves — are more and more going to be concerned with quality in our educational system as a quid pro quo for increased financial support. Quality comes from competent teaching, curriculums devised to sustain and foster the values inherent in our society, the appropriate placement of students in curriculums according to their aptitudes and interest, and demanding the utmost of each student according to his abilities.

We must be convinced that just as important as financial support for education and new programs is the necessity for a radical change in the attitude of students, of parents, of the public generally, yes and even of teachers, toward scientific and intellectual effort.

Additional financial support and the strengthening of our program of education in this State will avail nothing unless we hold up before our students at the elementary, secondary and higher education levels, high standards in values, conduct and accomplishment. The adults in our population are responsible for seeing to it that our youth respect intellectual accomplishment, recognize the importance of critical and independent thinking and gain insight into the dictum that excellence does not come without pain and effort. In my view, students do only what is expected of them.

A final quote is from a recent speech by John Gardner, president of the Carnegie Corporation: "There may be excellence or shoddiness in every line of human endeavor. We must learn to honor excellence (indeed to *demand* it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness however exalted the activity. There may be excellent plumbers and incompetent plumbers, excellent philosophers and incompetent philosophers. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

School Name Changed

The Board of Regents at its October meeting approved the change of name of The Houghton Wesleyan Methodist Seminary, Houghton, to Houghton Academy.

A School To Meet Education's Promises

Dr. Ross describes the school of the future as tough and fluid in organization with widely varied programs requiring much larger staffs

DISCUSSING THE DIMENSIONS OF A school good enough to meet the promises of education, Dr. Donald H. Ross, Assistant Commissioner for Research and Special Studies, told representatives of the public, labor, management and education at the 43d Annual Professional Conference for Vocational and Practical Arts Education that, "Part of our weakness in education is that we don't set our sights high enough."

Adding that "Another part is that we don't use all that we know," and that "We have difficulty in seeing educational service as a comprehensive entity," Dr. Ross asserted:

> **A school as good as we know how to construct it, with our present technology, would be able to do the following things: it could raise the effective intelligence of children at all levels; it could prepare people to participate in the control of the complex systems of government and organization in which we live; it could contribute to the preservation of that traditional American value, social mobility; it could equip people with better value systems and standards; and, finally, such a school could eliminate or ameliorate many now-prevalent mental, emotional and physical defects. In brief, a school as good as we know how to construct and operate could make superior people who could live in a superior society.**

Following a more detailed discussion of these objectives, Dr. Ross described the kind of school which would be effective in accomplishing these aims. He said in part:

> Such a school would not be an easy place, either for students or for teachers, nor would it be an inexpensive, innocuous institution for a community to maintain. Education which is powerful education is neither gentle nor cheap.

A "Tough" School

The powerful school would be a "tough" school. Cognizance taken of principles of child growth and development and the learning process would not be taken in this kind of a school as an excuse for failure to produce growth. These principles would be taken as indicators of how to produce growth most effectively. The objective would be to make every child's education as stimulating and challenging to him as it is possible to make it. Management would seek to eliminate waste time and waste motion to whatever degree might be consistent with limitations placed by the mental and physical health of the student. In brief, this school would teach more and teach harder; it would operate with a longer school day and a longer school year. Its objectives would be mainly in cognitive areas, but it would not be unaware of the other aspects of the total human entity.

It is obvious that such a school would have greater staff costs simply because more staff would be needed to do this kind of a job and such a staff would be expected to work longer and harder. There would be also additional costs for maintenance and operation of the institution itself.

Numerical Staff Adequacy

It would take a greater number of people per hundred or per thousand students to do this kind of a job. Enough staff talent and enough time would be provided in such a school so that true individual pupil guidance could be practiced. Perhaps the rather old-fashioned concept of a "homeroom" in a departmentalized school could be dusted off, refurbished and be sufficiently well supported, time and talentwise, that it can do what its originators many years ago hoped that it might do.

The numerical adequacy of the staff must be great enough so that a great variety of knowledges and competencies can be present. Ideally, subject matter competencies and competencies in understanding and guiding children might be found in the same individuals. If this happy situation could occur or could be caused to occur, the density of professional staff members in relationship to the number of students being served would still have to be considerably greater than is now found in all but a very few of our best supported public and private schools.

In addition to good numerical staff adequacy, the effective school would need many more people of a nonprofessional or technical level of competence. Teacher aides, secretaries, clerks and a whole host of other people would be necessary to assist so as to make the most efficient use of the numerically adequate professional staff.

Qualitative Staff Adequacy

The professional staff of a school should combine, at least in the staff team if not in the individuals on the staff team, such aspects and competencies as these:

- Command of all branches of appropriate subject matter
- Command of knowledge about the raw material of the school — human personalities
- Command of the techniques and tools for accomplishing the processes of teaching and learning
- A professional attitude toward teaching and sufficient background in research method so that there can be a clinical feedback for the improvement of the educational process analogous to the clinical feedback that can be expected in some of the better established professions, such as medicine

In addition to these characteristics which might be thought of as characteristics of the total staff (much as it might be hoped that all of these things be present in every single staff member), it is necessary that every individual staff member consider himself as an observer and guide for the delicate process of producing better people than people would be by nature alone. The teacher who is capable of doing this must, himself, be emotionally and intellectually sound. Further, it is essential for every single member of the staff team to understand the total educational goals of the institution and to understand the contribution which each member of the team is making to the achievement of the purposes of the school.

Recording and Quality Control Systems

The powerful school which we hope will someday emerge is one where educational accidents do not occur. Pupil information would be so summarized, coordinated and used that no child would get lost or maltreated in the scuffle. In industry, when something goes wrong with the manufacturing process and the number of rejects is increasing, note is taken and the cause is found. In the kind of school which is being described here, there would be no rejects because errors in calculation and provision would be spotted early and corrected before permanent damage resulted.

Records kept in order to provide this type of quality control would be of a longitudinal and comprehensive nature.

With such knowledge as this, individual programs could be developed, diagnoses and predictions could be made for individual students; progress to such predictions could be watched and checked.

There is no simple, inexpensive way to provide quality control for tailor-

made education. For this level of quality control, more than reference to mass tests and simple norms is needed.

Variety in Programs

It is quite obvious that the successful and powerful school would have an infinite number of programs. It would have at least as many programs as it has students because it will have recognized the great varieties in needs among students and the great varieties of ways necessary to meet these needs properly. Obviously, there would be variations in speed and in progress through school. In fact, there would be planned and arranged work experiences interrupting school life. It is conceivable that, at times, the growing person would be better occupied outside of school while the process of maturation takes care of some of the things which the school itself is incompetent to do.

The school which can do the things that may be hoped for would have a tremendous variety of experiences on call to be used by the person guiding the development of each child.

Fluidity in Organization

In pursuit of efficiency without insight, educators have tended to bet on certain mechanistic arrangements. It is assumed commonly, that the graded school is important. It is assumed, commonly, that there is something particularly valuable about a 6-3-3 organization, or an 8-4 organization, or a 6-4-4 organization. Much of this concern with grades and organization of the system is extraneous. The problem is simply nothing more nor less than providing the opportunity to guide students into the kinds of experiences and learning for which they are ready and which, presumably, will contribute to the established goals of the institution. No one has yet proved that the perfect way to do this is by a graded school or the provision of a junior high school.

There is much nonsense practiced as to promotion by age groups, grade standards as inflexible barriers to school progress, and 40-minute periods as being ideal units for teaching.

Certain aspects of the present curricular organization can be challenged with equal sureness. The movement which is now taking place to reorganize the subject matter of mathematics into units for more rapid and more effective learning is an extremely salutary thing. It is hoped that this challenge by the mathematicians themselves of the traditional classification and organization of mathematical knowledge and skill will spread to other fields.

In all likelihood, the curriculum of the effective school would be defined in terms of broad goals and would encompass subject matter eclectically arranged to contribute to the achievement of broad purposes. Larger blocks of time would be provided and greater flexibility in learning progress would be accepted.

Utilization of Tools

The effective school would take full advantage of the tools available. Books are among the most important tools for learning. Thus, the effective school would be supplied, not with a limited number of textbooks series and a poverty-stricken, remote library, but would be equipped with great masses of reading material of varying depths and levels of difficulty on all kinds of subjects and aspects of subjects.

The primary visual aid which Horace Mann worked so hard to establish — the blackboard — would still be an important teaching tool, but it would be accompanied in use by dynamically utilized bulletin board space, films and television programs.

Self-teaching tools, mechanical gadgets which the student could operate himself, would be employed in this school where every individual is expected to move as fast and as well as he can.

More Years of Schooling

If the kind of education which is described here is effective, it would have the result of producing a more intelligent race of men. If we have a more intelligent race of men — the bright being even brighter, and the dull being certainly less dull — then we might expect that college education could be used profitably by a much larger proportion of our population.

Building Superintendents Go to School

Courses offered to prepare supervisors of custodial personnel for more efficient performance of duties

R. Guy Foster
Associate in Occupational Extension and Industrial Services

In years past, the school janitor played a minor service role. Today he is a key figure in the efficient operation of the school plant. The competent director of janitor and custodian personnel — call him superintendent, supervisor, head custodian or what you will — must be an outstanding person, a jack-of-all-trades and good at all of them. The public's judgment of the schools will be in direct proportion to the manner in which he carries out his duties. Not only do school administrators know this, but the custodial personnel are also keenly aware of it.

In 1957 there were 4,741 school buildings in New York State costing in excess of $3,100,000,000. More than half of this cost is still to be paid. Centralization and consolidations are creating larger administrative units. These units include housing, heating, ventilating and sanitary units which require highly trained personnel to maintain and operate. Trained personnel cannot be found "outside"; they must be

OPENING SESSION this fall of Course II Construction and Repairs for school building superintendents from Rockland and Westchester Counties with Dr. Arthur P. Antin, assistant to the business manager, Board of Education, White Plains, as the instructor

trained and upgraded from "within." The efficient performance of such personnel is essential if the financial investment in public schools is to be protected.

During the 1957–58 school year the first training classes for school building superintendents were conducted in New York State. These pilot programs were the direct results of action taken by the State Education Department. In January 1957, an advisory committee met with Department officials and recommended a training program designed to upgrade personnel in charge of the maintenance and care of school buildings. This committee recognized the magnitude and importance of duties that would have to be performed by a key person heading up custodial staffs of rapidly expanding school districts, particularly in connection with the need for training in administrative and supervisory techniques. This subjective area was placed first among the nine courses to be developed.

Frank C. Gilson, supervisor in the Division of School Buildings and Grounds, through his close contacts with building superintendents and head custodians, did much to stimulate interest and pave the way for an operational program of training. The Division of School Business Management and the Bureaus of Adult Education and Occupational Extension and Industrial Services were closely associated in planning the program. To the Bureau of Occupational Extension and Industrial Services was assigned the responsibility of assisting building superintendents in the organization of classes and supervising the classes.

The first step before providing instruction was the analysis of a building superintendent's duties. Courses of study based on groupings of these duties were then developed. The Bureau of Vocational Curriculum Development and Industrial Teacher Training cooperated by assigning Harry Adner, curriculum specialist, to write the courses. He was advised and assisted by a special curriculum committee represented by William Rogenmoser, superintendent of buildings, Lockport; Jay Vasbinder, superintendent of buildings, Hamburg; Roy Davis, superintendent of buildings, Clarence; Edward Stumpf, superintendent of buildings, West Seneca; and Dr. George Holloway, professor, University of Buffalo. The committee recommended the following courses as the nucleus of a training curriculum for school building superintendents:

1. Planning and supervisory responsibilities
2. Construction and repairs
3. Finance
4. Inspection and supervision
5. Purchasing (maintenance supplies and equipment)
6. Personnel
7. Housekeeping
8. Records and reports
9. Legal knowledge

Courses 1 and 2 have been written and duplicated. Teachers' guides for use with each course have also been prepared.

The first class organized was sponsored by the Central School District No. 2 in Washingtonville as a part of its adult education program under the direction of Roger Hopkins. Sixteen building superintendents and head janitors were enrolled from schools of Orange and Ulster Counties.

Three other classes were conducted during the spring semester in the following school districts:

Tarrytown: Gabriel Hayes, director of adult education. Twenty-nine enrolled from Westchester and Rockland Counties.

Westbury: Robert Heist, director of adult education. Thirty enrolled from Nassau County. The county vocational education and extension board, Charles Wallendorf, director, sponsored this class.

Geneva: Cal P. Gregway, director of adult education. Sixteen were enrolled from Ontario, Seneca and Yates Counties.

At the close of these classes, a critique and suggestion sheet was collected from each student. The students were unanimous in declaring that the course had provided helpful information that could be immediately applied. All were eager to have the next course offered early this fall.

Plans are under way to offer additional courses in the above centers and courses 1 and 2 in Dutchess, Suffolk, Niagara and Erie, Genesee, Orleans and Wyoming, Chenango and Tioga, Steuben and Schuyler, Onondaga and Monroe Counties as well as the Capitol District.

School administrators, building superintendents and head custodians interested in organizing classes in their areas or obtaining further information about classes should apply to the Bureau of Occupational Extension and Industrial Services, 23 South Pearl Street, Albany.

Northeastern Commissioners Meeting

The New York State Education Department was host to a meeting of the Northeastern Commissioners of Education in Albany on October 19–21.

Commissioners of Education from eight States, or representatives of the commissioners, met in Albany to discuss problems and programs of interest to public school administrators.

The educators heard a discussion on "Implications of the National Defense Education Act of 1958 for State Leadership," with Commissioner A. J. Holden of Vermont as the discussion leader and Dr. Harold Gores, Educational Facilities Laboratories Inc., New York City, as consultant. The visitors also discussed "Allotting Responsibilities for Teacher Training and Certification," with Commissioner Warren G. Hill of Maine as leader and Dr. William P. Viall, Chief, Bureau of Teacher Education and Certification, as consultant. A "Progress Report on Quality Measurement Program" was presented by Commissioner Allen and Dr. Donald H. Ross, Assistant Commissioner for Research and Special Studies.

Other discussion topics included "Proposed Study of State Education Departments" by Commissioner Owen B. Kiernan of Massachusetts aided by Dr. Dan Davies, Teachers College, Columbia University, and "Educational TV in Northeastern States," led by Deputy Commissioner Ewald B. Nyquist and Francis E. Almstead, consultant on educational television, New York State Education Department.

Attending the Albany conference were Commissioner William J. Sanders of Connecticut; Commissioner Warren G. Hill and Deputy Commissioner Kermit S. Nickerson of Maine; Acting Commissioner Paul E. Farnum of New Hampshire; Assistant Commissioner Kenneth F. Woodbury of New Jersey; Dr. George W. Hoffman, Dr. Richard Gibboney, Dr. Catherine Coleman and Dr. Kathryn Dice, of the Pennsylvania Education Department; Commissioner Michael F. Walsh of Rhode Island; Commissioner A. H. Holden and Assistant Commissioner Max W. Barrows of Vermont, Dr. Daniel Davies of Teachers College, Columbia University and Commissioner Allen and members of his staff of the New York State Education Department.

Regents Appointments Announced

The Board of Regents made a number of appointments and reappointments to State boards, councils and committees at its meeting October 24 in Binghamton.

Dr. Florence Halpern and Dr. W. J. E. Crissy, both of New York, were reappointed to the State Board of Examiners of Psychologists, each for a term of three years beginning November 1, 1958.

Hugh L. Cosline, Ithaca, was appointed to the Agricultural Education Council for a term of five years effective October 1, 1957, succeeding Harold L. Creal, Homer.

John E. Gilmore, Wellsville, was also appointed to the Agricultural Education Council for a five-year term effective October 1, 1958, succeeding Charles C. Jacobs, Holland Patent.

Sabra T. Harris, Rochester, was appointed to the Elementary Education Council for a term of five years beginning October 1, 1958, succeeding Dr. Lillian A. Wilcox, Buffalo.

Reappointments to the Guidance Council included Joseph T. Bellew, Albany, and and Dr. Jacob L. Bernstein, Brooklyn, each for a term of five years effective October 1, 1957, and Dr. Mary Catherine Hudson, Pearl River, and Dr. Robert H. Mathewson, New York, for terms of five years beginning October 1, 1958.

Dr. Clara M. Taylor, New York, was reappointed to the Regents Advisory Committee for School Lunch Program for a term of three years beginning October 1, 1958, succeeding Mrs. Kathleen Berresford, Ithaca.

Francis R. St. John, Brooklyn, was reappointed to the Library Council for a five-year term beginning October 1, 1958.

W. Storrs Cole, Ithaca, was appointed to the Museum Council for a term of five years beginning October 1, 1958, succeeding James L. Whitehead, Staten Island.

Two appointments to the Education Practices Council were Rhea M. Eckel, Cazenovia, for a term of three years beginning October 1, 1958, succeeding F. Trubee Davison, Locust Valley, and Allan Paul Bradley, South Salem, to fill the unexpired term ending September 30, 1960, of Walter J. Carlin, New York, deceased.

Bond Issue Approved

The Board of Regents at its meeting October 24 approved a bond issue totaling $3,980,000 for Maine Central School District, Towns of Maine, Union and Nanticoke, Broome County, and Newark Valley and Owego, Tioga County, to construct and equip a senior high school, $2,980,000, and an elementary school, $1,000,000.

According to the Local Finance Law, the Regents must approve propositions for bond issues for school improvements in districts where the cost would bring the bonded indebtedness above 10 percent of the district's real property value.

New Council Created

An amendment to the Regents Rules which establishes a new Advisory Council for Adult Education was approved by the Board of Regents at its October meeting.

Student Center Chartered in Jerusalem

The Board of Regents at its meeting October 24 took a number of charter actions relating to educational institutions.

The provisional charter of Association of Teachers of Agriculture of New York, Inc., Albany, which was granted in 1953, was made absolute.

Players Group Chartered

The Slingerlands Community Players, Slingerlands, a group formed to promote appreciation of the theater arts through production and presentation of plays, was granted a five-year provisional charter.

Five-year extensions of the provisional charters of Blauvelt Free Library, Rockland County, and West Winfield Free Library, Herkimer County, were approved.

The American Student Center of the Jewish Theological Seminary of America, which proposes to establish a center of learning in Jerusalem at which students of The Jewish Theological Seminary of America and other students visiting Jerusalem under the direction of the seminary can carry on their studies, was granted a five-year provisional charter. Main office of the corporation will be in New York City.

Audio-Visual Council Established

A provisional charter valid for five years was granted to Audio-Visual Council on Public Information, New York City, established to improve instruction through wider and more effective application of audiovisual materials and methods.

The Champlain Valley School of Nursing, Plattsburgh, received a provisional charter valid for five years.

Five-year provisional charters were granted to The Delaware County Historical Association, Delhi; Torbank Community Nursery School, Ossining; Florida Public Library, Orange County, and Rosendale Library, Ulster County.

North Country Library System, a cooperative library system to serve Jefferson, Lewis and St. Lawrence Counties, with its principal office in Watertown, was granted a provisional charter valid for five years. This is the fourth cooperative library system to be established in the State under the provisions of the new library aid law passed by the State Legislature and approved by Governor Harriman in April.

R.P.I. Report

THE BOARD OF REGENTS AT ITS REGULARLY scheduled October meeting held in the Arlington Hotel, Binghamton, released the following statement endorsing the report on "Potential Economies in School Building Construction" recently completed by Rensselaer Polytechnic Institute, Troy:

> The Board of Regents is constantly concerned with the cost of building and operating educational facilities in the State of New York and was pleased to receive for study and consideration the findings and recommendations contained in the report Rensselaer Polytechnic Institute recently completed for the State Education Department.
>
> The Regents have asked the Education Department to digest the report and make known the findings to the school boards and other interested citizens.
>
> The Regents approved Commissioner Allen's plan to conduct a series of statewide meetings to explore further the problem of locating economies in school construction and operation and hope responsible officials and citizens will join with the State Education Department in this important program.

Automotive Technology Institute Held

Industrial institutes were conducted by the General Motors Corporation last summer to keep teachers of automobile mechanics abreast of the latest automotive technology and service procedures. The two-week workshops were conducted at the Clarence and Tarrytown training centers of the General Motors Corporation in cooperation with the Bureau of Vocational Curriculum Development and Industrial Teacher Training and other Bureaus in the Division of Industrial Education of the State Education Department.

50 Teachers Attend Institutes

Fifty teachers of automobile mechanics from communities in all parts of New York State attended the workshops. Each teacher completed two one-week courses on automatic transmissions, power brakes, power steering, air-ride suspension, electrical units, carburetors or sheetmetal and body work. Twenty-three teachers earned college credits through the cooperation of New York University, State University Teachers College at Oswego and The University of Buffalo. Twenty-three other teachers earned inservice credits toward the revalidation of their permanent teaching certificates.

The courses were organized on the basis of information gathered through a questionnaire directed to all teachers of automobile mechanics in New York State. An evaluation form completed at the end of the program indicated that in addition to the instruction in technical content, the teachers had benefited from the opportunity to see demonstrated some effective teaching methods supplemented by excellent teaching aids and instructional materials. They also enjoyed the informal after hour discussions as teachers from all parts of the State in all types of teaching situations participated. Each teacher in attendance stated that he would participate in a similar program if it is offered in the future.

The efforts of the Department were coordinated with the General Motors Corporation and the participating colleges and universities by Frank E. Howard, associate; Edward M. Roden and Walter J. Zimmerman, professors (industrial education), Bureau of Vocational Curriculum Development and Industrial Teacher Training, and Henry Mandel, associate, Bureau of Trade and Technical Education.

To Act as Television Liaison

Mark B. Scurrah, associate in the Bureau of Elementary Curriculum Development, has been temporarily assigned to the Regents Educational Television Project. Mr. Scurrah will work a three-month period which began November 3, under the direction of Francis E. Almstead, consultant to the Commissioner on educational television. He will serve as a liaison between the teachers giving the lessons at the television studio and the teachers who will receive the instruction via television with their classes. This will entail observing in the schools and meeting with the teachers there as well as with those at the studio.

Certification Changes Outlined

New practices now in effect expected to speed processing of credentials

WILLIAM P. VIALL
Chief, Bureau of Teacher Education and Certification

BECAUSE OF CHANGES BY THE BOARD OF Regents in the Regulations of the Commissioner of Education, several teacher certification practices have been changed which should lead to a more expeditious evaluation of credentials and issuance of certificates.

In addition, six new positions have been added to the Department's Bureau of Teacher Education and Certification for the purpose of speeding up the handling of the thousands of cases which must be processed each year.

Temporary Certificates Abolished

Temporary and renewable certificates have been abolished, as of September 1, 1958. The employing superintendents must now keep a current file of each noncertified teacher and present a list of such teachers at the end of the year for validation of service. Each candidate so listed must complete six semester hours toward certification before each succeeding year of employment, and before initial or subsequent employment of such a candidate superintendents must show that a certified teacher could not be found.

Service areas in the regular school program not included on the list will be administration, supervision, school psychologist and guidance, since these candidates must have assurance of employment before the first day of service.

After the first summer, a candidate in emergency programs such as those for teachers of common branch and academic subjects will receive a provisional certificate valid for five years as long as the candidate is enrolled or until he has completed work for a permanent certificate.

Other changes have also been made. A new application, covering all categories except trades and adult education, may be completed entirely by the candidate without the necessity of filing it through an institution and the superintendent of schools. Official transcripts may now be sent directly by the candidate to the Bureau with the application form. This means that a candidate for teaching will be responsible for his own certification as are candidates in other professions. He will also be responsible for keeping the superintendent of schools supplied with current records of his certification status.

After an evaluation of his credentials, a candidate will receive duplicate copies of the notice of uncompleted work, one of which is to be filed by the candidate with the employing superintendent. This procedure alone should have the effect of speeding up the service of the Bureau to candidates and relieve superintendents and registrars of higher education institutions of much unnecessary work.

Once a candidate is evaluated he should progress toward full certification at the

rate of at least six hours a year but, since he files transcripts with the superintendent, should not report to the Bureau again until all work is completed except to appeal an evaluation. This is intended only to diminish the amount of reporting the candidate must do and does not deny him access to the Bureau for advice.

Regulations governing the employment of substitutes have also been changed. Substitutes serving 35 days in any one year will be reported to the Department by list. Substitutes serving more than 35 days must apply immediately for certification and, if not certified, must complete six hours each year as do other candidates. Substitutes will be allowed to work for certification in the area in which they are best prepared, since it is recognized that substitutes may teach in several fields.

Still another change which affects the process of certification is the requirement now that all applications for adult education in State-aided non-Federal-aided adult education programs will be submitted accompanied by the $3 fee. This will permit rapid processing of certificates in this area where there is infrequent denial of certification when requested by a superintendent. In adult education certification, superintendents will not use the list of uncertified teachers but will file individual excuses of default when requested by the Department.

Academic Teacher Certification Project

WHAT IS THE PREPARATION NECESSARY for an effective high school teacher of academic subjects? How can the preparation best be achieved? What certification requirements will insure this preparation? For many years, one of the central and controversial problems in public education has been certification of teachers. This subject also has been a continuing and deepening concern of the Regents Teacher Education Council.

Based on the recommendations of the council in 1956, the Regents adopted, and later reaffirmed with modifications, new certification requirements for teachers of academic subjects to be effective in September 1958.

In light of these changes, Commissioner Allen recommended to the Regents an academic teacher certification project. The project is designed to provide answers to the broad questions of what shall, in these days, constitute the minimum beginning preparation, the requirements for continuing competence essential for the education of effective teachers of academic subjects in our high schools and efficient achievement of such preparation.

The project has two parts:

- *A critical examination of the requirements for certification of teachers of academic subjects in high school.* This will be carried out by seven advisory groups appointed by the Commissioner.
- *Research into what makes effective teachers.* This work has been under way for some months in the Department's Division of Research in Higher Education.

To apply broad experience and informed opinion to the problem of certification, seven advisory groups have been appointed by the Commissioner. Members consisting of high school teachers of academic subjects, school administrators, college faculty members and lay people will meet to discuss and advise on certification.

Selected State Education Department personnel including supervisors of subject matter fields will also attend these sessions. Suggestions for membership on the advisory groups were made by schools, colleges, educational associations, learned and professional organizations and interested individuals throughout the State.

Following a period of study and discussion, the advisory groups, working through a steering committee, will make suggestions about certification to the Commissioner of Education in each of the seven areas. Their suggestions will serve the Commissioner as guides for any recommendations he may wish to make to the Regents on the certification of teachers of academic subjects in high school.

The advisory groups will maintain close and continuing cooperation during the term of the project with the Regents Teacher Education Council. Alvin P. Lierheimer, associate in teacher certification, will serve as the Department's consultant to coordinate work of advisory groups.

In respect to the second part of the project, the Division of Research in Higher Education has been conducting, over the past year, a number of studies to answer the question of what a teacher should know and what skills he should possess.

A checklist of knowledge and skills has been developed by the Division of Research in Higher Education by reviewing available literature on teacher education and reviewing the outlines of professional education courses submitted by 40 colleges in New York State. Two groups of teachers have completed this checklist including:

1. Two hundred current graduates from 11 selected colleges who showed "outstanding promise" for teaching academic subjects
2. A representative group of 250 "effective" teachers of academic subjects nominated by principals and superintendents

The results of this and other related research will be made available to the advisory groups. Through the Division of Research in Higher Education, a continuing series of studies will evaluate the results of changes in certification requirements for teachers.

The combined efforts of many individuals and groups working through the academic teacher certification project will make possible improved certification requirements for teachers of academic subjects in high school and improve the educational opportunities offered the youth of New York State.

Academic Teacher Certification Advisory Groups

General Education

Forrest E. Long, professor of education
New York University
Senator George R. Metcalf
Cayuga, Tompkins and Tioga Counties
James Balassone, science teacher
Great Neck Junior High School
*Eric Faigle, dean, College of Liberal Arts
Syracuse University
Raymond Ostrander, superintendent of schools
Mineola

Professional Education

Morris Meister, president
Bronx Community College
*William Fullagar, dean, School of Education
University of Rochester
Jason E. Dayan, development chemist and production supervisor, General Aniline and Film Corporation, Rensselaer
Brother Adelbert James, F. S. C., associate professor and head of the department of education
Manhattan College
Phillip Wardner, English teacher
Garden City High School
Carroll Johnson, superintendent of schools
White Plains

Academic Teacher Certification Advisory Groups — (*continued*)

Citizenship Education

Myrtle Larkin, social studies teacher
Niskayuna High School

John M. Deisseroth, supervising principal
Canajoharie

Rev. Leo P. McLaughlin, dean
Fordham College

*Robert Rienow, professor of social studies
State University College for Teachers, Albany

Harold C. Syrett, professor of history
Columbia University

Mrs. Helen Potter, teacher of social studies
Whitesboro Central School

Ex officio, Mildred McChesney, supervisor of citizenship education, State Education Department

English

C. Esther Hepinstall, coordinator of English
Kenmore

*John F. McNeill, principal
Erasmus Hall High School, Brooklyn

Carroll C. Arnold, chairman, department of speech and drama
Cornell University

Kathrine Koller, professor of English
University of Rochester

Warren Weaver, Jr., legislative correspondent
New York Times, Albany

John T. McKiernan, professor of English and head of the department of English
State University Teachers College, Geneseo

Ex officio, Carl Freudenreich, supervisor of English education, State Education Department

Foreign Languages

Frederica Hollister, Latin teacher
Union Endicott High School, Endicott

*Harry Gross, district superintendent
Nassau County

Sister Edith Marie, professor of French
College of Mount St. Vincent

Glenn E. Waas, professor of German
Colgate University

Luke Nolfi, teacher, French, Italian and Spanish
Brighton High School, Rochester

Ex officio, Roy E. Mosher, supervisor of foreign language education, State Education Department

Mathematics

Merrill L. Colton, superintendent of schools
Spring Valley

Helen Hobbie, mathematics teacher
Bethlehem Central High School, Delmar

Howard F. Fehr, professor of mathematics, Teachers College, Columbia University

Martha Neighbour, mathematics teacher
Ithaca High School

*Elmer E. Haskins, professor of mathematics
Clarkson College

Eugene G. Fubini, Airborne Instruments Laboratory, Mineola

Ex officio, Frank S. Hawthorne, supervisor of mathematics, State Education Department

Science

*Richard Lape, science teacher
Amherst Central High School, Snyder

Nelson Beeler, professor of science
State University Teachers College, Potsdam

Henry G. Curme, research laboratories
Eastman Kodak Company, Rochester

Kenneth H. Moore, professor of physics
Rensselaer Polytechnic Institute

James Zobian, head, science department
Roslyn High School

Charles Kinyon, high school principal
Rush-Henrietta Central School

Ex officio, Hugh B. Templeton, supervisor of science education, State Education Department

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* Member of the Steering Committee.

Training Grant for Teachers

FOR MANY YEARS THE SHORTAGE OF specially trained and certified teachers was a major obstacle to the establishment of special classes for the mentally retarded. Therefore, in 1957, the Department submitted a budget request for $50,000 to help provide grants of money which would enable those who needed training in this field in order to serve mentally retarded children to get grants of money for such training. This budget request was approved and the money made available April 1, 1957. For the subsequent fiscal year $75,000 was made available.

In the year and a half since the inception of the program 1,229 requests for grants have been received and 811 awards have been made for training in the teaching of the mentally retarded.

Priorities Set Up

Priorities had been established by the Department for these grants so that they would go primarily to those who would thus be enabled to teach a class for mentally retarded which otherwise might not be established or to those who might already be teaching such a class but without full certification and training therefor, and needed a course or two to finish such training.

The total number of grants awarded exceeds somewhat the total number of people affected, inasmuch as in some instances several grants were given in succession to the same person as he or she worked toward acquiring the necessary training and certification. Of the 284 persons to whom grants were made in the school year 1957–58, 241 were teaching classes for mentally retarded children during that school year, 120 of them for the first time. Nearly all the remaining 121 teachers had been working with classes for mentally retarded children under temporary licenses and without the full training and certification required.

Of the 235 individuals given grants during the summer session of 1958, 117 are teaching special classes this year for the first time, and again practically all of the remaining grants represent instances in which a teacher of mentally retarded children is getting the extra training needed for proper certification.

At the end of the first year of the program, a check by the Bureau for Handicapped children showed that, through the training grants, teachers had been made available for approximately 150 classes for mentally retarded children which, it was understood, could not otherwise have been operated during that school year. It is expected that the number will be even greater at the end of this year. No training grant has been approved other than for courses required for certification for teaching of mentally retarded children.

New Producer-Director

The appointment of Garry Simpson, of Greenwich, Conn., as a producer-director for the Regents Educational Television Project was announced November 4.

Mr. Simpson joined the State Education Department's television project after 14 years as a producer-director for the NBC-TV network, where he had been in charge of many of the network's major shows. He replaces Charles Christensen, who served temporarily as a producer-director on the channel 11 television project.

Curriculum Workshops Conducted

Ceramics and woodwork projects developed in summer session; monographs published

ROBERT H. BIELEFELD
Associate in Industrial Arts Education

DURING THE 1958 SUMMER SESSION AT the State University Teachers College at Oswego, curriculum workshops for project development were conducted for the fourth consecutive year. The endeavor was a cooperative effort by the State Education Department and the Oswego college.

The two workshops were in the special fields of woodwork and ceramics. Each workshop was staffed by an instructor and four technicians working with a coordinator to develop new methods, equipment and projects relating to the special fields involved. With the assistance of an artist and draftsman these project ideas were organized, written and drawn up with appropriate illustrations to be used in final publications as project idea monographs.

INSTRUCTORS TURNED STUDENTS concentrate on ceramics activities in industrial arts curriculum workshop at Oswego College. Left to right: John Hennessey, Troy High School; James Hatch, Gates-Chili Central School; L. Stanley Zielinski, State University College for Teachers, Buffalo; and Thomas Gangi, Halsey Park Junior High School, Rego Park.

These monographs were developed to provide ideas for teachers to use as supplements to the syllabuses and related information monographs which have been published by the State Education Department. They set forth suggestions which will improve instruction in and give breadth to pupil activity in general ceramics and general woodwork.

In the ceramics publication, the materials and ideas will offer many new applications of ceramic activities and increase their usefulness and stature as an integral part of industrial arts work. The woodwork publication will emphasize carpentry, concrete form construction, patternmaking, boatbuilding and recreational equipment, as important and useful functions of general woodwork.

The plan for these workshops was organized and coordinated by Roy G. Fales, Chief, Bureau of Industrial Arts Education, Arthur F. Ahr, associate in industrial arts, C. Thomas Olivo, Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training, and Frank E. Howard, associate in vocational curriculum development. Assistance and cooperation in carrying on the workshops were provided by Arthur Hauler, chairman, department of industrial education, and Robert Helsby, director, Division of Industrial Arts Education, who made the facilities of the college available.

During the first four weeks of the summer sessions, Thomas O. Gangi, Halsey Park Junior High School, Rego Park, Queens, taught a course in ceramics, and

UTILITY BUILDING under construction by William Sullivan and Bernard LaBarge, industrial arts teachers from Dansville and Suffern High Schools, as part of curriculum workshop on woodwork during summer session at State University Teachers College at Oswego

William D. Todd, professor of industrial arts, State University Teachers College at Oswego, taught the course in woodwork. The two classes met five days a week for four hours. Two hours a day of the first four weeks were also devoted to the preparation of manuscript material. The manuscript work was continued on an eight hour a day basis for the last two weeks of the six week session.

The four technicians responsible for the development of the ceramic materials were: Austin Blake, Corning Free Academy; James Hatch, Gates-Chili Central School; John Hennessey, Troy High School, and L. Stanley Zielinski, State University College for Teachers at Buffalo. James R. Hastings, professor of industrial arts, State University Teachers College at Oswego, coordinated and supervised the activities of the ceramic group.

The wookwork technicians were: William Sullivan, Dansville Central School; Bernard LaBarge, Suffern Central School; Carl Neuscheler, Brockport Central School, and Edwin Trudeau, Lyncourt Junior High School, Syracuse. Robert H. Bielefeld, associate supervisor, Bureau of Industrial Arts Education, coordinated and supervised the woodwork section.

Arthur F. Ahr, Jr., Berne-Knox Central School, was employed as the artist for illustrating the materials while Chester M. Clarke, Mont Pleasant Technical School, Schenectady, served as the draftsman and made most of the mechanical drawings. Photographs of projects and pieces of equipment were taken by James McGuire, Watertown High School. Charles Konecky, North High School, Binghamton, processed many of the photographs which were used in the monographs.

Bill of Rights Week

OBSERVANCE OF BILL OF RIGHTS WEEK — December 14–20 — is one of the highly significant events in New York State's Hudson-Champlain Year of History Celebration, Associate Commissioner Walter Crewson points out in a letter to school administrators and teachers. Within the framework of that celebration, the week symbolizes the search for new lands and the fight for freedom and human rights waged by the settlers who later lived on the lands opened up by the Hudson-Champlain discoveries.

By action of the Board of Regents, dates of the Bill of Rights Week were designated to include National Bill of Rights Day on December 15.

Illustrious personalities and lesser known residents sparked New York State's struggle in earlier years to win the human rights which today we accept as our inalienable heritage. Among the events and personalities which can be featured during Bill of Rights Week are the fight for freedom of the press by German-born colonist John Peter Zenger, editor, printer and publisher; Quaker John Bowne's stand which resulted in recognition of religious freedom; and Dr. Smith Boughton's leadership in the Hudson Valley antirent wars.

Industrial Arts Leaders Meet

A study of effective group participation in professional organizations was the highlight of recent industrial arts club leadership conferences sponsored by the Bureau of Industrial Arts Education, State Education Department.

Four such conferences were called on Saturday, November 1, in various parts of the State in order to meet with representatives of the 40 industrial arts teachers clubs in New York State. This year the meetings were held in Warsaw, Utica, Tupper Lake and New York City. Each conference center covered approximately one-fourth of the State and the clubs, the majority of which are organized on a county basis as well as several which include the larger cities, sent their officers to the most convenient center.

Group Participation Methods

The workshop sessions concerned with group participation involved the reasons for and methods of developing this kind of activity through the use of a committee structure. In addition, the duties and responsibilities of approximately 15 committees were investigated and job descriptions were developed for each.

Department personnel from the Bureau of Industrial Arts Education led the conferences and presented material related to some of the important issues facing industrial arts today. This included the need for quality of program as well as more highly developed skill in teaching. It was pointed out that courses are needed at the high school level which will be challenging and interesting to students of above average ability. These should include work of an experimental and problem solving nature as well as a close relationship to science and mathematics studies.

Representatives from the New York State Steering Committee for Industrial Arts were also at the meeting to bring to the club leaders a report of the plans, proposals and progress of that association. All of the 40 industrial arts clubs are members of the steering committee and the regional leadership conferences offered an opportunity to discuss plans which were developed at the executive council meeting of the statewide group held in October.

Organization Support Urged

In addition, the steering committee representatives emphasized the need for support of the New York State Vocational and Practical Arts Association and the American Vocational Association through more memberships by individual teachers in the local clubs.

The proposal for holding this conference on a Saturday in order to avoid interruption of classes was made by the steering committee delegates at their annual meeting held last April.

Regents Visit Colleges

The Board of Regents held its regular meeting October 22 and 23 in Binghamton. The itinerary included a tour of Broome Technical Community College with luncheon in the college cafeteria, an inspection of the present Harpur College buildings as well as those being erected at the new campus site and dinner at the Binghamton Country Club at which Vice Chancellor Edgar W. Couper was host. Board meetings were held at the Arlington Hotel.

Operation Christmas Tree Ornaments

THREE-DIMENSIONAL angel and Santa . . .

In Genevieve Wustrack's trigonometry class 209 in La Salle Senior High School, Niagara Falls, Santa Claus and the angel atop the 1957 Christmas tree were three-dimensional. The holiday symbols were part of Operation Christmas Tree Ornaments in which students were given the assignment of making three-dimensional decorations to anticipate their advancement shortly into solid geometry.

Students originated and made their own individual ornaments. The week before Christmas the gaily colored unique decorations were brought to class. Each student placed his or her ornament personally on the tree as pictured in the December photograph of the school year calendar published in the September issue of the BULLETIN TO THE SCHOOLS.

In addition to Santa and the Christmas angel, ornaments included a modernistic reindeer, a jack-in-the-box and numerous colorful mathematical forms.

Christmas tree ornament creativity was not limited to the trigonometry class. While the advanced mathematics students were responding enthusiastically to their three-dimensional challenge, Miss Wustrack's plane geometry class was similarly engaged in a two-dimensional project for its Christmas tree.

Nursing Conference Held

The Annual Conference of Directors and Faculties of Schools of Nursing in New York State was held in Rochester this fall.

The all-day program featured two panel discussions on "Identifying Learning Experiences in Nurse Preparation Programs" and "The Two-Year Program of Nurse Preparation."

Robert C. Killough, Jr., Assistant Commissioner for Professional Education, greeted the participants, and Mary Ellen Manley, Secretary of the Board of Examiners of Nurses, was chairman.

Attending the all-day conference in Rochester were representatives of all schools of nursing in New York State, practical nurse schools conducted under high schools, hospitals and independent auspices and agencies used for clinical experiences for students.

Wappingers Pupils Work at IBM

FOUR JUNIORS at Wappingers Central High School with their IBM instructor, Harry J. Wilkinson, examine a unit of the 705 computer during their summer employment project at the Poughkeepsie plant of International Business Machines Corporation. Left to right: Robert Rose, Mr. Wilkinson, Ronald Smyrski, Charles Einoff and John Anderson

Four juniors at Wappingers Central High School were selected for the "Mathematics and Science Summer Program" at the International Business Machines Corporation plant in Poughkeepsie, according to Ben F. Ingraham, principal. The boys participated in an experimental program for outstanding high school juniors who have demonstrated above average interest and ability in high school mathematics and science. As regular employees of IBM during the summer, the students worked on large-scale digital computors or assisted the engineers in developing engineer specifications.

The boys have expressed much enthusiasm and appreciation for the knowledge and practical experience that they gained. All felt that students who qualify would profit from similar experiences in the future, especially those interested in careers in the fields of engineering, science and mathematics.

Personnel in charge of the project at IBM rated all of the students highly in terms of capacity to develop, ability to learn, industry, application of previous knowledge and satisfactory attitudes toward work, fellow employees and supervisors for the project.

The students who engaged in the experimental program plan to enter the following colleges in September 1959: Cornell University, California Institute of Technology, Massachusetts Institute of Technology and Rensselaer Polytechnic Institute.

Citizenship Education Discussed

The third in a series of statewide conferences of supervisors of citizenship education held under the auspices of the Division of Secondary Education took place in the State Education Building at Albany on October 30 and 31.

Supervisors and department chairmen from 70 cities and villages of the State exchanged information and received guidance in relation to the following areas of citizenship education: curriculum, classroom and instructional materials, testing and supervision.

The sessions opened on the afternoon of October 30 with greetings from Commissioner Allen. Mildred F. McChesney, State supervisor of citizenship education in the Division of Secondary Education, presided. Dr. Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education, addressed the group on "Looking Up in Higher Education."

Group Discussions

The members of the conference were divided into two groups for their discussions. Among those assisting in the discussions were Frank Dressler of Buffalo, Evelyn V. Boothby of Port Chester, Margaret Schiavone of Arlington, Frank Richards of Phoenix, John Steinberg of Garden City, Richard David of Syracuse University, Grace Young of New York City and various members of the staff of the Education Department.

Dr. Marvin A. Rapp, associate executive dean for institutes and community colleges, State University of New York, addressed the dinner meeting, October 30, on "New York Has Everything," and Dr. Albert B. Corey, New York State Historian, spoke at the luncheon meeting on October 31 on "Celebrating a Year of History."

The final general session featured a question box period for both resource people and participants and closed with a summarization of the two-day meeting given by Dr. Ernest A. Frier, Director of the Division of Secondary Education.

Aviation Packet

The Materials of Instruction Committee of National Aviation Education Council has published a 16-page source list *Pictures, Pamphlets and Packets* cataloging more than 240 free and inexpensive aviation education teaching aids. Available to administrators, elementary and secondary school teachers, the list includes booklets, pamphlets, pictures, study units, maps, bibliographies, bulletins, charts, films, and other aids produced by more than 50 aircraft manufacturers, aircraft accessories firms, the airlines, government agencies and private organizations. Listings were limited to items costing $1 or less. The majority of the materials are available to teachers and school administrators free.

Single copies of *Picture, Pamphlets and Packets* may be obtained free from National Aviation Education Council, 1025 Connecticut Avenue, NW., Washington 6, D. C. Quantity orders from school superintendents, supervisors and principals will be given prompt attention.

Publications Reprinted

Safety Education — Including First Aid
Syllabus in Modern Foreign Languages
The General Science Handbook—Part 2
Citizenship Education, Grades 7–8–9
Children Learn in Kindergarten

What Do Boys And Girls Like To Read?

Book by retired State supervisor of English reveals children's reading interests do not follow traditional views

CARL J. FREUDENREICH
Supervisor of English Education

A BOOK WHICH WILL CERTAINLY CAUSE widespread discussion among elementary teachers, English teachers, school administrators and interested parents is the work of George W. Norvell, retired State supervisor of English education for the New York State Education Department.

In *What Boys and Girls Like To Read*, (Silver Burdett, 1958), Mr. Norvell examines the reading interests of elementary school children by a "most unusual" method: he asked thousands of elementary school children in New York State what they liked to read and recorded their choices. Thus, he finds himself at odds with The Authorities, those who hold that "Children's interests in literary materials are too fragile and sacred for research." He makes it clear that he does not believe that "to ask a boy straight out whether he likes 'Old Mother Hubbard' or 'Solomon Grundy' may result in a spiritual implosion, a withering of esthetic tendrils, that would leave the child fit only for 'treasons, stratagems, and spoils.'"

In his study, Mr. Norvell asks questions and provides answers to questions such as these: (1) To what extent are reading interests influenced by certain factors: Age? Sex? Intelligence? (2) How dependable are the numerous authoritarian guides to children's literature? (3) How successful are teachers and librarians in selecting poems which children will enjoy? (4) Should *Mother Goose* be reexamined? (5) Are there "children's poets"? If so, who are they? (6) Do the poems which are genuinely enjoyed by children have identifiable characteristics? (7) What do boys and girls think of comic books, newspaper comic strips, radio, motion pictures and periodicals? (8) How can the reading program be improved?

Definitive Research Needed

Although Mr. Norvell's conclusions are based on careful research, it is apparent that he is building a strong case for further definitive research in the field of children's reading interests. When he writes, "It is hoped that 5,600 such scores of known reliability provide guidance that some may prefer to fascinating conjectures compounded of personal observation, children's chance remarks, telepathic guesses and traditional lore," Mr. Norvell is questioning The Authorities. When he adds, "In reading this monograph, it will be useful to remember that facts are unreliable and subversive," he is challenging The Authorities. His discussion of "Mother Goose and the Myth Makers" (chapter 9) is stimulating and informative to those who praise *Mother Goose* as reading for

(Continued on page 190)

Administrators Attend Workshop

One hundred twenty-five superintendents, principals and elementary supervisors attended a workshop on elementary school organization in Le Roy on October 15 and 16. The College of Education of the University of Rochester, the Genesee Valley School Study Council and the Bureau of Elementary School Supervision, State Education Department, cooperated in carrying on the workshop. Dr. Byron Williams of the University of Rochester and executive secretary of the Genesee Valley School Study Council was local chairman. Ronald P. Daly, supervisor of elementary education, Bureau of Elementary School Supervision, served as chairman.

Principal's Role Discussed

Bernard Kinsella, principal, Allen Creek School, presided at the opening session at which Mr. Daly outlined the role of the elementary school principal in school organization. Dr. Elizabeth B. Carey and Werner H. Ruef, supervisors of elementary education in the Bureau of Elementary School Supervision, then served on a panel following the talk.

At the second general session presided over by Dr. Gar Fairbanks, assistant professor, College of Education, University of Rochester, Walter A. LeBaron, Chief of the Bureau of Elementary School Supervision, gave a talk on grouping in the elementary school. Following the talk, a panel consisting of Raymond Hughes, principal, Canandaigua Elementary School, and Lewis Obourn, superintendent of schools, East Rochester, together with Dorothy E. Cooke and John O. Dunn, supervisors of elementary education in the Bureau of Elementary School Supervision, discussed the various methods of grouping in elementary schools. Dr. Clarence Williams, assistant professor, College of Education, University of Rochester, reviewed some of the research on homogeneous-heterogeneous grouping.

On the second day of the conference participants were organized into six groups under the leadership of Mr. Kinsella; Norman Lyons, professor of education, State University Teachers College at Geneseo; Norma Schlagel, elementary supervisor, Warsaw Central School; Dr. Roberta Johnson, associate professor, College of Education, University of Rochester; John Loveless, district superintendent, Ontario County, and Mrs. Lillian Brooks, director of elementary education, Rochester.

Each group concentrated on further exploration of problems of elementary school organization such as classroom organization, grouping within the classroom, staff organization and utilization.

The final general session brought together suggestions from the group discussions for further study in depth by the Genesee Valley School Study Council.

Contributes to Yearbook

Myra deH. Woodruff, Chief of the Bureau of Child Development and Parent Education, is author of an article in the 37th yearbook of the Department of Elementary School Principals of the National Education Association, published in September. The yearbook, entitled *The Elementary School Principalship — A Research Study*, reports the third study of the elementary school principalship sponsored by the Department of Elementary School Principals, and conducted by the NEA Research Division. The first study was reported in 1928, and the second, in 1948.

Indian Students Extend Education

Each year under an appropriation of some $10,000 the New York State Education Department assists and encourages worthy New York State Indian youths to extend their education beyond the high school. Currently, there are 23 Indian youths receiving State financial aid as students in New York State colleges, technical institutes, schools of nursing and business colleges. Under the limited budget a maximum of 25 students receive $350 annual grants-in-aid for a maximum of four years advanced education.

During the 1958–59 school year nine students are attending four-year colleges; five are registered in three-year nurse-training institutions; five are in technical institutes and four are taking two-year business courses. Five of the students are preparing for careers in teaching.

The specific requirements for these grants-in-aid include graduation from a New York State high school, residence in a State Indian reservation and recommendation of the high school and community leaders relative to the student's ability and character. Applications for this aid are to be made by June 1 each year.

The project is under the supervision and administration of a committee in the Division of Elementary Education consisting of Dorothy E. Cooke, Dr. H. George Murphy and Werner H. Ruef, supervisors of elementary education, with Ruth A. Birdseye as executive secretary. During the year the members of the committee spend considerable time in personal visits with these students and the personnel of the institutions they are attending.

FOUR-WAY CONFERENCE within a conference at the two-day beginning principals' meeting in Albany on November 6–7. Left to right: Malcolm Reed, Auburn superintendent of schools; Dr. Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education; Commissioner Allen; and Richard D. Sparks, principal, Savannah High School.

Homemaking Centers Aid Instruction

Specific assistance is provided in the use of the all-purpose homemaking center through the new Bureau of Home Economics Education publication *Accent on Facilities for Learning*. Administrators planning new buildings may find this material especially helpful in reviewing ways in which this type of room can help facilitate desirable and improved instructional practices in homemaking education. Basic areas needed such as kitchen area, living-dining area, clothing area and workshop-laundry-storage area are described and arrangements are suggested. Suggestions and illustrations for improvement of other types of facilities such as the laboratory-type room and apartment-type center are included.

The new bulletin emphasizes the need for developing attractive, functional and homelike facilities that will afford ample adaptability for the effective teaching of all areas of homemaking which include: Personal Social and Family Relationships, Child Care and Development, Foods and Nutrition, Clothing and Textiles, Housing and Home Furnishings, Health and Home Care of the Sick, Family Economics and Management.

Copies of the bulletin have been distributed to schools for use by the teachers. Additional copies for administrators, staff or citizens committees may be requested from the Bureau of Home Economics Education, State Education Department, Albany 1.

ALL-PURPOSE homemaking center at Bethlehem Central School, Delmar, illustrates characteristics of facilities needed for meaningful family life education courses.

Home and Family Life Study Initiated

High school seniors, prekindergarten children and parents cooperate with educators in interrelated pilot program

MYRNA P. LAPIDUS
Associate, Bureau of Home Economics Education

A PILOT PROGRAM IN HOME AND FAMILY life education is in its first year in Schenectady. The Bureau of Home Economics Education of the State Education Department is cooperating with Linton High School in the study of an interrelated program in family life education involving high school seniors, prekindergarten children and their parents. A unique feature of this demonstration is the arrangement for staff to implement this project. Lucille Starr, supervisor of the homemaking education program in Schenectady, is helping to coordinate the efforts of three staff members who are working as a team on the project.

Three-Year Study Planned

This will be a three-year study and directly involves approximately 100 seniors taking the course in home and family living, 30 parents and 15 preschool children. The staff is using a variety of methods with parents and youth to acquire evidences of growth throughout the project. Dr. Helen Nelson of Cornell University has been serving as consultant in the preparation of a series of attitude tests, one of the techniques being used to help indicate the growth of understanding in personal and family development.

The design for the study has been planned and findings will be explored on the basis of the following hypotheses:

If opportunities are provided for senior year high school girls and boys for selected experiences with young children, interest in and understanding of how young children grow and develop will result and student appreciation of the family unit will be strengthened.

If facilities for observation of and participation with children are arranged and made readily available for high school senior girls and boys, interest in and understanding of children will be greatly increased and insight regarding their own personalities will be gained.

If an interrelated program is planned and carried through by a well-trained team of teachers, each member of the team can serve as a resource for all age groups involved and each teacher will be more effective than if she or he teaches independently.

If parents are involved in an interrelated program of family life education in high school, they can contribute to the educational program for high school youth and increase their own understandings of self, young children, high school youth and the significance of education for family living.

Miss Starr says this about the project: "Because the belief that education for family living is a basic social need, our homemaking and family life education program is centered on strengthening attitudes, understanding, skills of living with one's self and with others."

Linton High School, the scene of the pilot project, provides an environment which was specifically planned to facilitate a realistic approach to such a pro-

PROJECT TEAM at Linton High School, Schenectady, plans and evaluates experiences for parents and children in interrelated program for home and family life education. From left to right, members and their respective assignments are: Mrs. Marjorie Falihee, the parents; Dr. Stella Goldberg, high school youth; and Frank O. Austin, prekindergarten children.

gram. In the physical setting are such facilities as a well-equipped child development area with outside play space where children and high school youth may participate with the teachers in preschool education; a living area from which prekindergarten children in the adjoining child development area may be observed through one-way vision glass; a laundry-workshop and homemaking rooms.

It is hoped that close surveillance of this program will be productive in two ways: (1) to help identify specific values of cooperative and coordinated activities of high school youth, parents and young children, (2) to indicate and clarify techniques and processes involved in working with youth, parents and young children, in a program for personal development and family life education.

School Lunch Communications

Agnes P. Teske, assistant, school lunch administration, State Education Department, and Mrs. Frances Platt, school lunch director, Haverstraw, represented the State and local levels in a panel discussion on school lunch communications at the American Dietetic Association Convention in Philadelphia, October 22.

Dorothy E. Cooke Publishes

A paper on developmental reading by Dorothy E. Cooke, supervisor of elementary education, Bureau of Elementary School Supervision, is included in the publication *Partners in Education* published this year by the University of Pennsylvania Press. The paper was given at the 45th Annual Schoolmen's Week Meeting.

Margaret E. Prentice Awards Presented

The Margaret E. Prentice Memorial Scholarship Awards were presented during the seventh annual meeting of the New York State School Food Service Association in New York City, October 16–18. The recipients were Mrs. Alice Smith Voss, cook manager, Meadow Drive School, Mineola, and Mrs. Irene E. Goetz, cook manager, Carthage Central School. These scholarships are granted annually for college training to improve performance in school lunch services.

More than 800 school lunch personnel from all sections of the State attended the convention. Officers installed were president, Mrs. Rose Fountain, Port Washington; president-elect, Mrs. Josephine Maggiore, West Hempstead; secretary, Mrs. Betty Jane Barringer, Boiceville; treasurer, Mrs. Elizabeth S. Myers, Clinton, and regional directors — west, Mrs. Joyce Wallace, Olean; central, Mrs. Elaine O. Adams, Greene; north central, Mrs. Carrie Crawford, Schenectady; northeast, Mrs. Inez G. Butterfield, Canton; southeast, Mrs. Helen Krass, Massapequa.

Charters were presented to 13 local groups having completed requirements for affiliation with the State organization. The regional directors assisted Mrs. Lola Cross, Bayside, in this ceremony. The New York State School Food Service Association has 37 active chapters covering all areas of the State. Present State membership is more than 1,400. Additional school lunch workers are affiliated with local groups.

Members are afforded opportunities to discuss common problems and to keep informed of new developments in the field of school lunch and food service. The continuous improvement of lunch programs has resulted from this professional affiliation with others in the field.

Inservice Training Programs Developed

Leadership workshops and conferences for school directors and managers have resulted in the development of local inservice training programs for school lunch personnel. In some areas several school districts have joined efforts with their respective school lunch managers sharing in plans. Burnt Hills-Ballston Lake High School, Ballston Spa High School and Shenendehowa Central School arranged a series of classes for school lunch personnel beginning November 5. The city of Schenectady held eight classes for all lunch personnel during the early fall.

Inservice training provides a way for the school lunch worker to perform more effectively on the job. Higher standards of employment and quality of school lunch programs will keep pace with the school and community. Emphasis has been given to this form of adult education in the intensive leadership training programs sponsored by the school lunch section in the State Education Department.

Stuart Lamb Wins Speaking Contest

THE WINNER: Watched by Ralph C. S. Sutliff, Chief of the Bureau of Agricultural Education, State Education Department, Stuart Lamb, Hamilton High School senior in vocational agriculture, center, is congratulated by national vice president of the Future Farmers of America, Leon Smith, 1956 vocational agriculture graduate of Westmoreland High School, on winning the national speaking contest at the future farmer convention in Kansas City.

SPEAKING ON "FARM COOPERATIVES IN the Changing Agricultural Picture," Stuart Lamb, a senior vocational agriculture pupil at Hamilton Central School, won first place in the national speaking contest of the Future Farmers of America at their convention in Kansas City, Mo., on October 14. The future farmers organization consists of boys studying vocational agriculture or graduates with that major.

The New York State boy won regional honors at the Eastern States Exposition at Springfield on September 12 and had previously won the New York State contest held at Canton in May. For winning at Kansas City he received a cash prize of $250.

Stuart Lamb's parents, Mr. and Mrs. Darwin Lamb, operate a 2,800-acre vegetable and cash crop farm in partnership with his grandfather and uncles. He has taken an active part in the operation of the farm business including crop production records on 1,600 acres, keeping a cash ac-

count on the entire operation, preparing 150 acres for planting and producing eight acres of corn and oats of his own.

He was a member of the 1956 first place winning team in the co-op quiz contest conducted by the New York State Council of Farm Cooperatives among the 300 Future Farmer chapters of the State. He attended the American Institute of Co-operation at North Carolina State University in August 1956, learning about co-operatives on a national scale.

The Hamilton senior student plans to enter the New York State College of Agriculture where he will major in agricultural engineering.

Honors accorded to New York State graduates at the convention included designation of James Shaw of Downsville Central School as winner of the regional farm mechanics award and conferring of four American Farmer degrees. Winners of the degree, the highest award given a member, were: Scott F. Acomb, Dansville Central School; Calvin C. Collins, Camden Central School; Lawrence H. Cooke, Greenville Central School; and Paul C. Perl, Attica Central School.

Based on the future farmer's record in farming, leadership and scholarship, the degree is limited to members who have been out of school at least one year, but not more than three years, and to one member out of each 1,000. Development and adoption of improved farming practices plus progress in owning large holdings of livestock, farm machinery and crops characterize these farmers.

American School Health Meeting Held

Five members of the professional staff of the Bureau of Health Service contributed to the program of the American School Health Association's annual meeting in St. Louis, Mo., on October 26 through 31.

Dorothy Tipple, associate in school nursing, is chairman of the Subcommittee on Degree Programs for School Nurses and Louise Denison, assistant in school nursing, is chairman of the Subcommittee on Evaluation. Both subcommittees are part of the Committee on School Nurse Policies and Practices. In addition to their special group responsibilities, Miss Tipple and Miss Denison were members of a panel which discussed nursing practices and policies at one of the general sessions.

Dr. Ross Gutman, supervisor of dental health, is chairman of the Dental Health Committee, and Thomas J. LePine, assistant in hearing conservation, serves on a group studying Hearing Conservation Programs in Schools. This latter project is a joint study with the School Health Section of the American Public Health Association.

Dr. Leo V. Feichtner, Chief of the Bureau of Health Service, is a member of the Governing Council of the association, chairman of the Committee on Constituent and Affiliated Organizations, and also serves on the membership committee.

School-Agency Conferences Continue

Cooperative meetings in Oneida County promote better understanding and working relationships among various agencies serving children

HENRY R. KUNZE
Assistant in School Attendance

THE SCHOOL-COUNTY AGENCY CONFERences, conducted last year by the pupil personnel staffs of the Oneida County schools, are being continued. The Attendance Unit of the Education Department has been cooperating in this effort.

The first meeting was organized by Robert Miles, director, pupil personnel services, Camden Central School; William Young, director, pupil personnel services, Rome, and John Moses, director of guidance in the Utica school system. It was well attended by guidance, attendance, health, psychological, administrative and other school personnel. Discussions were led by a panel composed of the judge of the county children's court and representatives of the welfare department, board of supervisors, child guidance clinic, probation department and the Attendance Unit of the Education Department.

Panel members discussed such topics as attendance procedures, truancy, court referrals, clinical referrals, limitations of court action by nature of organization and law, welfare problems, county responsibilities and communications. Following this brief presentation each meeting was opened to general discussion and questions from the floor.

The main purpose of the meetings was to promote better understanding and working relationships among the various agencies serving children. It was emphasized that in many communities one of the great difficulties has been the development of effective coordination to combat the many problems facing families and children.

The Oneida County group is striving to overcome obstacles and to develop genuine appreciation of the policies and limitations of each agency. A spirit of "give and take," mutual respect and willingness to share has come from these meetings. This is leading to more nearly adequate programs, rather than allowing existing gaps in services to continue.

Permanent Organization Formed

The afternoon sessions of the meetings were devoted to the topic "What do county agencies expect of the schools?" This topic led to some lively discussion and helped schools and service agencies arrive at a common understanding.

The meetings were so helpful that the group decided to organize on a permanent basis. Officers were elected and plans made to meet three or four times a year. Different schools will take turns acting as hosts. The panel members will also be changed from time to time.

The response of all county agencies has been immediate and enthusiastic for this

program. Some tangible results are coming out of it. Principals are interested in meeting with the group in order to draw up recommendations for improving the services in the county. One group is discussing the program at a statewide meeting of its own particular service. Private agencies in the area have become interested in sponsoring one of the programs, at which time they will arrange for a tour of their facilities. Newspapers have indicated a desire to support the program. School personnel of another county have become interested in sponsoring similar meetings.

It is expected that real benefits will accrue to the children of the county through such activities as these. The respect and understanding gained by each agency of how other agencies function, where they enter the picture, how far they go and how all can work together should lead to more effective service for the children and youth of the county.

Mentally Retarded Workshop Sponsored

A workshop for teachers of children who are severely mentally retarded (those with I. Q.'s below 50) was sponsored jointly by the Bureau for Handicapped Children, Division of Pupil Personnel Services, and the New York State Association for the Help of Retarded Children on October 31 and November 1 at the annual meeting of the association in Buffalo.

Participating in the planning of the workshop were Bernice Baumgartner, director of classes, Association for the Help of Retarded Children, and Charles D. Becker, John P. Armstrong and Salvatore Tavormina, associates in the Bureau for Handicapped Children. The workshop attracted teachers from the central and western part of the State who are working with severely mentally retarded children in programs sponsored by both public schools and private agencies. The meeting dealt with such topics as aims and objectives of programs for severely mentally retarded children, communication problems stemming from the needs of these children, educational principles and educational diagnosis. Time was provided for participants under expert guidance to develop materials to take back to the classroom for use with these children.

Interest in this area of service is reflected by the growth in special class programs for severely mentally retarded children. This past year public school districts sponsored 95 classes serving 1,122 children. The workshop meeting was the first jointly sponsored effort to deal with the challenge presented by these children and ways to enrich classroom programs for severely mentally retarded children.

Book Review

(Continued from page 180)

children. His study of "The Reading Interests of Bright Children" (chapter 5) may surprise those who believe that bright children naturally gravitate toward selections of literary quality.

Much of the strength of the book lies in the effectiveness of the writing. Omitting the statistics, the book quite frankly reads exceptionally well; it has charm as it makes its points.

Walter J. Schoonmaker Retires

BON VOYAGE was the motif for the retirement of Walter J. Schoonmaker, exhibits planner for the New York State Museum, who is now in Spain studying art for a year at the University of Madrid. Left to right: Dr. William N. Fenton, Assistant Commissioner of the Department's State Museum and Science Service; Mr. Schoonmaker; and Commissioner Allen.

Walter J. Schoonmaker of Rensselaer, museum exhibits planner in the New York State Museum, retired October 1. He came to the Education Department in 1924 as a technical assistant in zoology in the State Museum and later served as assistant State zoologist. He has studied at State University College for Teachers at Albany, Cornell University, Syracuse University and the Art Students League of New York.

Mr. Schoonmaker is known locally and nationally for his writings in natural science, his wild animal photography and his numerous illustrations. He has published nearly 500 popular articles, some of which have been reprinted in digest magazines, textbooks and collections of outstanding wildlife stories. In 1953 an essay won him the George Washington Medal awarded by the Freedom Foundation of Valley Forge.

Among Mr. Schoonmaker's awards for wild animal photography are two Graflex medals and two silver medals from the Photographic Society of America. He is an associate of the latter organization.

Thousands of his illustrations have appeared in textbooks, magazines and newspapers. His work has been exhibited at the Albany Institute of History and Art and in the membership shows of the Albany Artists Group, of which he is a charter member. He has had one-man showings at various schools, colleges, libraries and museums.

He belongs to the Art Students League of New York and organized and was for many years president of the New York State Nature Association chartered by the Board of Regents.

He is presently in Spain where he will study art for a year at the University of Madrid.

Henry Kunze Honored

Henry R. Kunze, assistant in school attendance, was elected a vice president of the International Association of Pupil Personnel Workers at its 44th annual convention held in Detroit October 19–23.

The theme of the convention was "Achieving and Directing an Aroused Community Impact at the Source of Children's Problems." It was attended by some 300 pupil personnel workers from all over the United States and Canada.

Both Mr. Kunze and Louis J. Pasquini, also assistant in school attendance, of this Department, participated in the program. Mr. Kunze spoke on communication between community agencies and schools and communication among school services including referral procedures. Mr. Pasquini discussed the improvement of staff skills through the use of the educational potential of the community. He was also a member of the nominations committee of the association.

Burton Stilson Dies

Burton A. Stilson, senior engineer in the Division of School Buildings and Grounds, died November 2. Born in Glenbrook, Conn., he was graduated from Union College. He was a civil engineer in Rotterdam and served in the Army during World War II before coming to the Education Department in 1947.

Librarian Retires

Mrs. Jean M. Harrington, assistant librarian, retired October 23 after 35 years in the Traveling Libraries Section of the Division of Library Extension. After graduation from Syracuse University Library School, she joined the staff of the Montclair Public Library in New Jersey and later came to the State Education Department. During her years of service she has seen the fruition of a policy that started with loans of large collections of books to schools throughout the State, developed into one of supplementary service to the beginning school libraries, and finally, to the cessation of this service from the Department because of the present development of excellent school libraries in the central schools.

John O. Dunn Speaks

John O. Dunn, supervisor of elementary education, Bureau of Elementary School Supervision, spoke at the meeting of the Association of New York State Children's Court Judges on September 26 at Concord Hotel, Kiamisha Lake. His talk dealt with problems of juvenile delinquency.

(*Concluded from back cover*)

Bob's career as an educator includes three years as supervising principal at Fort Plain and 14 years as superintendent at Tupper Lake in the heart of the Adirondacks. He is very fond of the North Country and still enjoys hunting and fishing there.

An interest in sports has included playing baseball on local teams where he taught and boxing professionally as a welterweight. He tells of one semifinal bout after which both he and his opponent ended up in hospitals. And he claims that instructing schoolboys in boxing was one of the best methods for preventing discipline problems.

Bob left Tupper Lake and the field of education for work in a defense plant and after two years returned to education as a member of the Cohoes High School faculty. From there, in 1946, he came to the Education Department. His work in the Attendance Unit has involved supervision of attendance records, the school census and student employment certification as well as counseling on attendance problems and dealing with the problem of migrant children.

Since he has been with the Department he has observed a number of changes in the attendance field. The attendance teacher has replaced the attendance officer and legislation has been enacted professionalizing attendance personnel, pupil accounting has been revised to safeguard a child's right to an education and the school census has been improved through better enumeration and records. One of the most interesting recent projects of the Attendance Unit has been the initiation of a pilot program for the education of migrant children, which has since developed into a regular program. Another accomplishment to which Bob points with pride is the fact that newsboys and boys engaged in street trades have been protected by the first legislation in over 30 years.

Active in professional organizations, Bob is a life member of the National Education Association and a member of the State Teachers Association, the International Association of Pupil Personnel Workers and the New York State Attendance Association. He is presently on the board of directors of the education chapter of the New York State Civil Service Employees Association.

He was commissioned a second lieutenant during World War I and holds a 40-year membership in the American Legion, joining in 1918, the first year of its organization. From 1933 to 1934 he was State Commander of the American Legion and the following year was a member of the National Executive Committee in company with such interesting personalities as Paul McNutt, former Governor of Indiana and later Secretary General of the Philippines, and Louis Johnson, who became Secretary of Defense under President Roosevelt.

At home Bob enjoys television, does a little gardening, is a good cook "if no one wants dessert," is an armchair political analyst and plans to find time some day to write for professional publications.

Enterprising and enthusiastic about each task he undertakes, alert to new ideas and modern trends, Bob Minnich makes a fine contribution toward improving educational services to the children of the State.

How Well Do You Know ROBERT E. MINNICH ?

One of a series of personality sketches of State Education Department staff members

ALTHOUGH HE WAS BORN IN PENNSYLVANIA DUTCH COUNTRY, BOB "ALL my grandchildren call me Bobby — more informal" Minnich has spent most of his postcollege years working in and for the schools of New York State. Presently an associate in school attendance in the Education Department, he was born in Wiconisco, Pa. The name of his hometown, he says, is an Indian word meaning "a dark and muddy place" and it may be imagined that Bob brightened the scene with his vitality, humor and varied talents.

GRANDFATHER BOBBY (Robert E. Minnich to his peers) with his only grandson, Steve

His father was a miner for 50 years and Bob himself started working as a breaker boy in the mines during vacations while he was still in high school. To earn money for college he spent a year working full-time as a miner, at $3.99 a week. Evenings he added to his savings by barbering, which paid a dollar a week at the time.

When he had accumulated $50 Bob went off to Dickinson College in Carlisle, Pa., where he distinguished himself not only scholastically but on the varsity football team as well. In addition he was a member of the three-man varsity debating team, won several oratorical contests, was editor-in-chief of the college paper and was graduated with a bachelor of arts degree.

His first New York State teaching position was at Argyle, where he was principal and also taught eight subjects including Latin and French. He was principal and teacher at Wells and then named principal at Sharon Springs. There he met and married Maude Lipe and on January 2, 1959, they will celebrate their 36th wedding anniversary. They have two married children, a son who is teaching music in San Bernardino, Calif., and a daughter who lives in Youngstown, Ohio. Both these locations make pleasant goals for vacation trips which give the Minnichs an opportunity to check on the progress of their four grandchildren, three girls and a boy. (Note picture of proud grandfather and grandson Steve, which Bob entitles "Real Holding Power.")

(*Concluded inside back cover*)